

# northwest MISSOURIAN

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## MSU Progresses under Foster's leadership

Ten years ago, President Robert P. Foster gave this pledge after receiving the seal of office at his inauguration June 30: "I will give of myself in all respects to the development of Northwest Missouri State College. It is my sincerest hope that what I do will reflect only dignity and honor on this great institution and the state which it serves."

"This institution, from a very humble beginning, has grown in all aspects until today, I believe, we are ready to lead in the area of providing educational opportunity to the youth of this state."

During the first ten years of his administration, President Foster has tried to keep that pledge. The college has become a university, buildings have been added to the campus and the student body has at times encompassed as many as 5,700 students — some 1,300 more than were enrolled in the fall of his first year as president.

Reflecting back over his decade as MSU's seventh president, Dr. Foster commented that there "has been a dramatic change in how the public and state governments look at higher education."

In the late 1950's when Dr. Foster was Registrar and then appointed Dean of Administration, the public and government turned to higher education for the answers to the competitive problems with Russia.

In the 1960's the universities and colleges in this country went through "the golden years of higher education." Appropriations were easy to come by, industry took great interest, the news media promoted the interests of higher education vigorously, and wants of higher education were heard and given a lot of credence.

"Now in the 1970's," Dr. Foster stated, "we've lost this credence. We're dealing with skeptical legislators and government officials and we see

disappointment by many taxpayers who see activities by a minority of students which reflect negatively on higher education. However, those of us in higher education realize that students today are creative, responsible, dependable, good substantial people."

Continuing in this vein, Dr. Foster believes that the University has been blessed with loyal students who want to render service, and this is more true now than ever before.

"Our students today have very positive attitudes; they are more concerned about the future, and they look to us for straight answers and an openness that we may not have had before. Our students have a desire to be effective and to find their place in the scheme of things."

"I have been gratified in our students' desire to help the University. This past year has been difficult for us financially, but I think it has been one of our finest years in the fact that students have come forward asking to serve this University."

Looking ahead to his next years as the top administrator, Dr. Foster is concerned with trends in education that he expects might come forth. "I think a great change in emphasis of higher education will take place in making more services available to society as a whole. This will result in a changing concept in how we make the services available. I think we'll be rendering more off-campus services than ever. We'll be working more closely with business and industry to successfully prepare our young people for the types of jobs they will face."

In the future, according to Dr. Foster, higher education will have to devote itself more to social education, research, and to the creative arts. And although the future will bring changes in the offerings of higher education, "I don't think," he

stated, "we should diminish the role of the traditional programs that have stood the test of time. As much as anything, I feel the greater changes will be in implementing new techniques, new approaches, and new delivery methods in the programs we offer."

Dr. Foster believes that in time there will be a reversal of the current trend which seems to be away from the creative arts. This area has been neglected more than any other.

Concerning the future of MSU, President Foster said he could see the growth of programs in the health related professions. He said the need is great to develop a learning resources center which would be used not only by the University community, but by business and industry, the public in general, and the area school systems.

Greater use by area people of the computer center is another plan for the future, and the use of MSU facilities for refresher courses, retraining programs, social welfare programs, programs for senior citizens, and programs for the physically handicapped are envisioned, he said.

The past ten years under President Foster's leadership have well prepared him to look forward into the future with optimism. During these years, MSU has attained its present University status, and buildings were added to the campus such as the Garrett-Strong Science Building and the high rise residence halls.

"Probably the most outstanding achievement, but certainly not the most glamorous or the most widely received, is the fact that we've upgraded our student body through the development of outstanding scholarship funds through the magnificent support of alumni, business and industry, and friends of the University," Dr. Foster commented.

Continued on page 8 . . .

# Summer school's

Briefcase in hand, both feet firmly planted in white Florshems, white belt around thickening mid-section, the graduate student sets out to conquer summer school.

His hairline shows that he is Joe College the second time around, one of the narrowest of specialists (beer drinker unchallenged), and a hero among heroes, the undefeated football coach and business teacher at Gloryville High.

He's back at Maryville for his master's. Or, a little more on his master's. Or a different kind of master's. Or a two-step raise on Gloryville's pay scale. At any rate, he's back as sure as April showers bring May flowers. He's the hardy perennial in the campus flower box. The graduate student first of all possesses an uncommon ability to remember an improbably old set of stories. When he is with other graduate friends at the Pub, the Palms, or the Hole, he is right in there quoting chapters from the MSU myth book.

Comparing notes after the fashion of news commentators at ringside, grad students contrast professors, lecture techniques, tests, and grading in a pre-game analysis second only to the post-game interview. "Yeah, I pulled a B. I earned it. I worked my . . ."

Not only does Joe Grad trade hot news about courses, he's ready to hear the instant replay of the coach's all-star line-up. "I had this quarterback, see; he's only 165, but he made all-district for me and you ought to see the way he . . ." Easily recognized as the old quarterback swap story.

His story always seems to be topped by another reading from the index of "Myths By Which MSU Lives." Prefacing his tale with a fumbling for the exact summer, he recalls, "That was back when we still had lines. Real lines. None of this two-hour line stuff. That summer I had worked my way to the front of the line to find out I was in A-K, not L-Z and I just turned around and told them what they could . . ."

It's the story told with relish in the Den that shines with use like an old favorite suit, probably with the same degree of wear, ending over laughs with "Aw, you'd had to have been there."

"I remember the open registration of '65," he'll say. "The heat was so bad in the gym they were carrying girls out. Fainted dead waiting in line."

The big ones that got away, rehearsed for the admiring crowd between classes and worked into the lull after rounds at the Pub: "I was riding down from Creston and that old deer—he just jumped into the

middle of the road. I wish I'd come across something like him last fall. Boy, he went on like nothing happened and I shook for the next twenty miles . . ."

One fundamental character trait of the student plugging for anything above a 3.0 is his absolute quality of pure chicken. Victim of the first impression, he confides, "I took one look at that first test and went straight up to the Ad building and dropped."

Attracted to groups, he still senses the lure of male fraternity. Perched with his peers like crows on a rail, he meets the day on the concrete steps of Colden with a congenial irritability that marks the species. He anticipates the professors' moves like a book-maker. "Around mid-term, he'll decide to have you do a paper. He'll throw that out and you'll have some more readings. Has he told you about the presentation yet?" You'd think Joe Graduate Student wrote the syllabus.

The relationship to his professor is one Joe Grad cultivates nightly, always with the hope of unearned gain.

Graduate students left the buddy system behind in Junior Lifesaving, but he will try anything to bring up a grade. He gleans information and trades it for other qualified hearsay. "I went over to Prof's house and he said he was going to have us doing just what he did last spring."

"Oh? How much outside reading?"

"Well, he didn't say exactly, but I know a guy who . . ." The rumor mill grinds on. —

Reasons, reasons why he didn't have to be in school. A Tom Sawyer, trading off stints at the paintbrush for other prizes, the grad student tosses off nine hours the first block with no sweat. "I tried to get on unemployment. They wouldn't even talk to me. I didn't want to be back in school—I told my wife I wouldn't make that drive up here again. I'm only here for the first five weeks. It takes a doctorate to get a job anyway." The lure of five more hours out of the way brings him back

Roughing it is the lifestyle and primitive is the decor in the dorm full of Joe and his friends. A towel in a curtain masquerade, electric typewriter and a bottle of aftershave total the creature comforts as the weekdays pass.

No iron, little iron, easy-press wrinkles fall out of his ideal shirt. Who'll do laundry, he asks himself, when there are places to go, people to see, and books to actively ignore?

Teachers type him as less

# hardy perennial

willing to say what he thinks, more likely to drop in and chat, more grade-oriented, willing to do whatever it takes for the elusive carrot on a stick that is the A. Also, the grad is perhaps willing to do less legwork and more eager to puzzle over what the instructor wants. Questions are over what the prof might assign and what degree of work will surely earn the A for Joe.

Noted for a remarkable lack of patience, certain his ad-

vanced status renders him too golden to stand in line, the graduate student plods on, conforming and outwitting, typing and retyping in a way that is more wary than his undergraduate days. The glory that is the graduate is wound up in his pudgy smile at the end of the road. In case he hasn't told you, the identifying phrase is, "Hey, I'm finishing up this summer!"

Barb Gingrich

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## God's word

John 15:17

These things I command you that ye love one another. — Campus Christians

# The public's right to know

You wouldn't tell just anybody your I. Q. You don't tell people your car isn't paid for. Few people are told how much money you have in the bank, that you had to repeat first grade, or that your feet are flat. Yet, it is surprising how much information people are willing to give up about themselves when they think it will never be made public.

One important aspect of privacy must be protected — the student's control over release of personal information about himself to public sources. For example, placement files contain highly subjective accounts of a student's scholastic records, student teaching performance, and unsolicited letters of recommendation. These records are open to high school superintendents looking for qualified teachers, to personnel offices, and to other placement offices. When a student asks for a recommendation, he releases his control over the contents of his placement file. His personality is assessed, ranked, and categorized according to a scale of one through ten — from "co-operative, willing to adjust" to "argumen-

tative" in an arbitrary printed recommendation sheet used to code data for the placement files.

Files in the placement office are beyond the jurisdiction of the student. The student knows only the material he has authorized to be put in his file, and any other letters, recommendation blanks, or fact sheets are beyond his control as soon as the file drawer closes.

When job-hunting, the student can only hope that those references about his character, personality, attitudes, religious affiliation, and grade point are pleasing to the employer. His file ceases to become a true sample of his ability when it is added to without notification. The student loses.

Placement files are valuable. The personality of a student, however, would seem to be the least necessary piece of the file. Unfortunately, classroom records and character references are all that is requested for the opening of a placement file. The student must be reassured that the public access to his files doesn't do more harm than good. Can't the files be opened?

## THE STROLLER

Editor's note:

Since the writing of this, Franken has once again become the showplace of the campus, as a result of the diligent efforts of the buildings and grounds crew.

Strolling around this campus in the summer makes me feel like a character in the Martian Chronicles after everyone else has gone back to Earth. I know that an empty building is an empty building, winter or summer; but just knowing that they're half deserted even in the day is highly discomfoting.

At any rate, I was prowling around the pond last night wishing I was being bored stiff at home, and I just couldn't stand my own company any longer. So I wandered over toward the only occupied fraction of campus; Franken and Dieterich.

The high rises, I admit, are impressive when you are approaching them with the sun setting in the background. And, I can understand why the university uses them as a showplace for prospective freshmen. But, I pity the freshman who gets his or her first impression of MSU from the high rises this summer. Even more, I pity the grounds crew who had the walls of fate fall all over them just as summer started. But, everyone is taking it with the good humor so

abundant at MSU.

I wandered out of the heat and clamminess and into Franken and wondered off-hand why the front doors were standing wide open. I offered to shut them for the desk girl who was looking bored while painting her toenails.

"No, they need to be open. The air-conditioning is off," she mumbled.

"You're right. It's sweltering in here. How long has it been off?"

"Only about an hour this time. But, it's the second time today it's quit."

Poor Franken. At least if you were living in the old dorms you would expect the heat and know enough to bring a fan. I know a girl on fourth floor so I headed for the elevator.

"Can't use the elevator. Electricity should go off in a few minutes," said the desk girl. "They would have had it repaired a long time ago, but something else went wrong."

I guess it wouldn't do much good to bring a fan to relieve the lack of air-conditioning after all. I tromped up the four flights of stairs and thanked my friend for having the good sense not to live any higher up. The old dorms were looking good again; at least there you know four flights is the most you'll ever have to climb.

"Don't sit on the carpet," was

my friend's opening remark. "The air-conditioner leaked all over it right before it went off." Great. "Hey, can I come over and stay with you tonight?" she continued.

"Sure. What's bothering you, the broken air-conditioning or the spastic electricity?" I asked.

"Oh, those don't bother me, but my room gets full of bugs when I open the windows." Sure enough there weren't any screens on her windows.

"Why aren't there any screens on your windows?" I questioned.

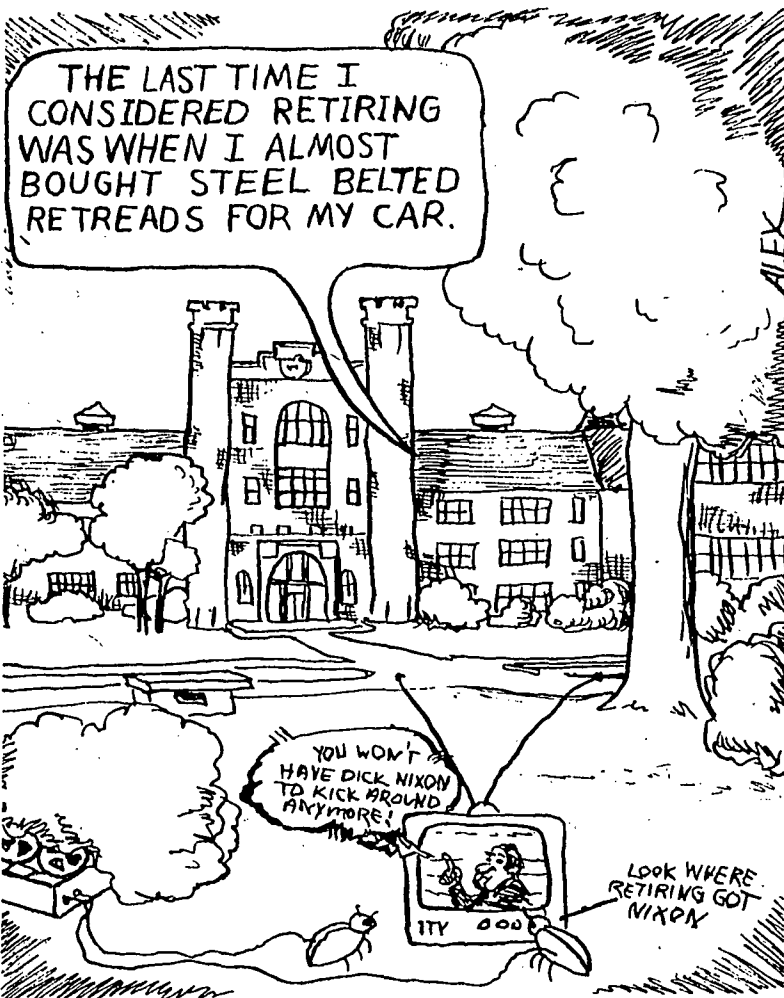
"Because the architect said bugs never fly above second floor. Besides, we're never suppose to have our windows open anyway. After all, we have air-conditioning."

"Don't worry about the bugs. They're always attracted to light, and as soon as the electricity goes off they'll leave." I'm a lot of help sometimes.

She spent the night at my place. As we left the still-lighted Franken lounge and walked outside, I stumbled in the dark. There are absolutely no lights around Franken. None. I guess if I ever need any extra spending money, I can always take up mugging people in the parking lot. It might even relieve my boredom. But, think of what it would do to my reputation.

# Readers voice opinions

This section is dedicated to readers' ideas. All contributions except those obscene or libelous will be considered.



Dear Editor:

To say that student teaching can drain a student's financial pockets is an understatement. I, too, found that student teaching caused more money problems than one would ever consider.

After carefully considering all the bills that arrived during and after student teaching, I find that I will be able to pay everyone their money by October of next fall. When will someone see this problem as a definite problem and not just a learning experience?

Most students know and realize that of all the problems one faces during one's college days, money seems to be in the number one position. A brief warning to all who plan to student teach: STOP WORRYING ABOUT HOW THE STUDENTS WILL LIKE YOU . . . HOW YOUR SUPERVISOR WILL LIKE YOU . . . AND HOW THE ADMINISTRATION WILL LIKE YOU . . . WORRY ABOUT HOW YOU WILL COME UP WITH DOUBLE AMOUNT OF MONEY THAT YOU USUALLY SPEND PER SEMESTER.

Edwin C. Rodasky

## 'American Heritage' donated to library



Mrs. Rebekah Lawson McReynolds, Maryville, presents a gift set of "The American Heritage," dating from February, 1955 through August, 1973 to Charles W. Koch, director of learning resources for Wells library.

Mrs. McReynolds presented the gift in memory of her late husband Charles Howard McReynolds, who attended the Maryville Normal School (now MSU) from 1913 to 1915. Mr. McReynolds died in January at the age of 81.

Mr. Koch expressed appreciation for the bi-monthly volumes which focus on American culture and history. "I am sure that on the used-book market the collection which Mrs. McReynolds has presented would be worth at least \$300," he said. He said the University's collection of the American Heritage had many missing copies and many copies which from heavy usage were in bad condition.

## bear facts

### Summer hours

Summer session hours for the den and games area of the Union and the cafeteria and library have been established.

The den is open 7 a.m.-9 p.m., Monday-Friday. It is not open Saturday or Sunday. The games area of the den is open at 8 a.m.-9 p.m. Monday-Friday. It is not open Saturday or Sunday.

Weekday cafeteria hours include: breakfast, 6:30 a.m.-7:30 a.m.; late breakfast, 7:30 a.m.-8:30 a.m.; lunch, 11:30 a.m.-1 p.m. and dinner, 5 p.m.-6 p.m. Saturday hours are breakfast, 7 a.m.-7:30 a.m.; late breakfast, 7:30 a.m.-8:30 a.m.; lunch 11:30 a.m.-12:30 p.m., and dinner, 5 p.m.-6 p.m. Sunday hours are breakfast, 8 a.m.-a.m. and dinner, 12:15 p.m.-1 p.m.

The library is open at 6 p.m.-9 p.m., Sunday; at 7:30 a.m.-9 p.m., Monday-Thursday; at 7:30 a.m.-4:30., Friday, and at 9 a.m.-4 p.m., Saturday. The library will be closed Thursday, July 4.

### Admissions notes

Students who are enrolled at MSU for the first time this summer should check with the high school or college which they are transferring from to see that their transcript is on file in the MSU Admissions Office.

Any student who finds that his transcript is on file in the MSU have it sent to the Admissions Office as soon as possible.

Entering freshman should contact their advisors prior to July 3 for fall pre-registration.

### Want to add a class?

Those summer students who are now enrolled in the first set of five-week courses and desire to enroll in the second five-weeks should go to the Registrar's Office before the day of enrollment, July 8, according to Miss Nell Cowden.

By enrolling early, these students can avoid waiting in lines on the day of enrollment.

## 'Rainmaker' opens tonight

"The Rainmaker," a play by N. Richard Nash, will be the first of two summer drama presentations by the department of speech and theater to be presented tonight and Saturday at 8 p.m. and Sunday at 2 p.m.

Under the direction of David Shestak and with a seven-person cast, the play will utilize a setting described as "constructivism."

A hot, dry environment makes the "constructivism" possible. The staging has been planned to "let-in" the environment to allow the physical and emotional feeling of desolation surround the cast and affect the audience.

Two of the students involved in this play will be making their final appearances for MSU students.

Korinke graduated with a Bachelor of Science degree in Secondary Education last spring and is presently completing the requirements for a Bachelor of Arts degree this summer. He plans to attend the International Institute of Mime in La Crosse, Wis. in July before graduate studies at the University of Missouri, Kansas City, where he will major in theater.

While at MSU Jim has performed as Mortimer, "Mary Stuart," Squire Cribbs, "The Drunkard," "Munro Murgatroyd," "Dirty Work at the Crossroads," and George, "Of

Mice and Men" for which he was awarded the Actor of the Year Award given by Alpha Psi Omega.

He has directed Calvacade for MSU's production of "A Salute to Sir Noel Coward" and has helped with "Snow White and the Seven Dwarfs."

Korinke is a past president of Alpha Psi Omega and was recently honored by being selected for admittance into the American Academy of Dramatic Arts in New York.

Rodasky, the second member of the cast making his final appearance, will begin teaching theater and vocal music at LeBlond High School, St. Joseph, this fall.

Theater audience will remember him as Lenny, "Of Mice and Men," the Innkeeper, "The Drunkard," Curtis Appleby, "Night Watch," the Cook, "Mother Courage," and in productions of "Trial by Jury" and "Play Strindberg."

He also appeared as Mrs. Upson Asterbilt in "Dirty Work at the Crossroads." Rodasky directed a recent production of "The Importance of Being Earnest" and directed part of "A Salute to Sir Noel Coward."

He is a member of Alpha Psi Omega and received the Best Actor Award last year. He was also selected to membership in Who's Who in American Colleges and Universities.

## Dr. Foster speaks for Boy Scout funds

Speaking in behalf of the Boy Scout of America, Dr. Robert P. Foster, MSU president, requested \$8,000 for the scouts from the United Campaign of Nodaway County at the monthly Board of Directors meeting.

Dr. Foster stressed that the Boy Scouts currently serve 472 boys in Nodaway County and that 185 adults in the county participate in the program.

He said the national average cost is \$25 per boy, but in Nodaway County, the figures are under \$17 per boy. Dr. Foster added that there is a great need to support Camp Geiger, St. Joseph.

## Wayne Reynolds is suicide victim

Funeral rites were held June 17 for H. Wayne Reynolds, MSU freshman, who died at his Barnard home Thurs., June 13 of a self-inflicted gun shot wound.

Wayne was born Apr. 10, 1951, in Memphis, Tenn. and graduated from high school in Barnard in 1969. A veteran of the U.S. Navy, Wayne began his studies at MSU in the fall semester of 1973. His major was undecided.

He is survived by his wife, Trudy; daughter, Kerri Lynn; two brothers; three sisters; three grandparents, and his parents.



# A counselor's journal

Every MSU summer student knows that 550 cheerleaders migrate to the campus yearly, but does anyone know what goes on behind the lines? Several cheerleaders and one counselor kept journals to describe just what went on.

**Monday**—Tomorrow morning at 7:30 I have a major test and a paper due, and tonight I'm babysitting for 550 screaming girls. For \$30 I've signed away my sanity and sacrificed my grades. I bet I'll regret it.

The cheerleaders swarmed into the dorm all day long, 47 of them in matching pea-green T-shirts with smiley faces. Their mothers must not have fed them before they left home because we've already had 30 pizzas delivered; and they all try to cash their \$20 bill at the desk to pay for it.

Oh yes, they need enough in change to call their boyfriend who just brought them up and hasn't possibly had time to get home.

Just before lights out, I caught one of my girls inadvertently practicing her pom-pom routine in her underwear in front of her very conspicuous second floor window.

**Tuesday**—All the girls got up to be the first in line for breakfast at 6:30 and then, since they didn't have a session until 8:30 came back and practiced outside my window. I was trying to cram for the test that I didn't get a chance to study for last night. I was too busy running down the girls that tore down the hall decorations (in various school colors) last night. When I got back to my room, there was Vaseline on my doorknob.

The college students are complaining about the lines in the cafeteria. They should see the lines to the phone room. Six telephones divided into 550 girls doesn't go. And, you should try to sort mail for 550 girls, all named Debbie, or Susie, or Kathy, from an unalphabetized list.

**Wednesday**—One group of girls in my section got the spirit stick tonight. Whoopee. I think I'm

just jealous because I didn't get the sanity stick the hall director is giving out to the counselor with the most problems each evening. I thought I deserved it.

I spent half an hour chasing three streakers up and down the halls. I was sitting in my room and I saw this naked body run past. Even the head cheerleader, homecoming queen, and Girl's State candidate of hometown high school looks ridiculous in nothing but a pair of bobby socks and tennies, with a class ring bobbing around her neck.

Somewhere tonight, some poor boy is losing sleep over that brave little girl. He's not the only one.

It's really strange what a girl will endure to go to cheerleading camp and stay there. We've had pulled knees, strep throat, fevers and assorted other problems that the girls will do anything to hide. Heaven forbid that they should do anything to risk that spirit stick.

**Thursday**—Camp is half over, thank God. I got a C on that test I had Monday. How do you explain to your professor an excuse like I had? I was sitting in class this morning and I could pick out from all those girls, the cheers that mine were practicing in the halls at 2:30 last night. I feel like a mother.

I don't think my girls have been to bed yet; and they probably won't go until they get home. I know they're too excited tonight to sleep. They were in Lamkin tonight when the tornado alarm sounded and came back petrified. We herded them all into the lower halls, and all 34 trooped downstairs with a pillow for protection and their prom picture for comfort.

And they cried. Constantly they're crying.

**Friday**—One of my girls had to go home early today. When her mother came to get her she introduced me as her "room mommy." I think that's a compliment.

Some of them are starting to pack to go home. You wouldn't think it would take much to shut a suitcase and leave, but they

came prepared. One room has two huge stuffed animals, posters on the wall, junk on the counter, curtains on the window, and that doesn't include the things they added from the bookstore.

Between pizzas, souvenirs and phone calls they must have spent \$50 each. They also had to get all those matching outfits before they came. Now they have to go back and practice the rest of the summer.

**Saturday**—After a week in the sun, all those poor girls are running around with a tan from the top of their bobby socks to the bottom of their shorts. They won't be able to set foot at the pool until they've concentrated on a back yard tan for a week.

They left even slower than they came. Mothers and boyfriends showed up in station wagons and they were still cheering when they drove off.

I'm really going to have to study though to make up for this week. My boyfriend called and asked me if I wanted to go to the drive-in tonight. Guess what was showing? "The Swinging Cheerleaders." I told him I was busy.



# A cheerleader's journal

**Monday**—It was the typical first day as we arrived and registered. Later in the day we were welcomed to the campus and got a preview of what to expect during the week. We wandered the campus for a while and then returned to the dorm. But when we got there, and had just settled down for some talk (all girls just have to talk), there was an explosion. No one was hurt, but there sure was a mess.

Really all that happened was a can of pop spewed all over the ceiling, the walls, and my nice clean bed. We cleaned the mess as best we could and went to bed.

Laura and Tina crashed into our room about 2:30 a.m. screaming about the ravage of the halls. Someone had come along and torn down our decorations. We were mad. We put them back up and went back to bed.

**Tuesday**—This was really a dull day. We went to mass cheers, pom-pom routines, tumbling, and then back to the dorm for more practice. I already ache from so much practice. We went to evaluations that night filled with our usual cheerleaders' excitement. When the winners were announced, we received

an "outstanding" rating. Ya-a-

**Wednesday**—What a day! Laura and Tina were both sick and couldn't attend the day's activities. The remaining four went. We attended mass cheers, but before the day was half over, we had dwindled to two. When we, still being full of our great enthusiasm as cheerleaders are supposed to be, headed back to the dorm, we met our typing teacher from high school.

She wasn't very happy. She didn't like having to do homework. Maybe she'll take it easier on us next year.

We found in the afternoon sessions that our biggest problem was remembering the words to the cheers.

That night at evaluation, we got a red ribbon, but that wasn't all for that night's trying moments. The winner of the spirit stick was announced, to the wrong school. To correct the mistake, they brought out another spirit stick, and again announced it to the wrong school. But, finally, they got it straightened out and we carried the spirit stick back to the dorm. That is, all four of us carried it back together.

**Thursday**—Camp is half over. Boy, am I glad. I'm tired. We

practiced all day. We just couldn't get it all together so we fought and cried a lot. I guess it was worth it. That night at evaluation we won a blue ribbon, but no spirit stick.

But there was an added bit of excitement. A tornado alert was sounded and we all had to go down on the indoor track of Lamkin Gym. We were scared and cried, but the counselors cheered our hopes that everything would be okay.

After all the excitement, there was that terrible trek back to the dorm. Can you imagine walking in the mud and having on white socks, white shoes, and white shorts?

**Friday**—We got a red ribbon in evaluations and I got an "Incredible" ribbon because I could speak French. We went to talent night with all our routines. Mine was the first in individual.

Wouldn't you know, the record player wouldn't work, but they finally got it going. Our squad routine really had them in the aisles. We did our "Casey's Coffins" and we dressed up like dead people just like we had done when we did "Our Town," as a class play in May.

The counselors worked up a skit to "Mr. Bo Jangles," but it was so sad that we were all sitting there crying. Again, tonight, we won the spirit stick. We all went back to the dorms, but it was hard to sleep. This was our last night. Some of us, the last night ever. I wanna cry.

**Saturday (Our Last Day)**—There was still more practice for our final evaluation. It was worth it. We won the spirit stick to take home. This was our second year in a row.

It's all over. We packed and said our final good-byes to all the girls we'd met. Then, part of us went over to our old English teacher's house for lunch and to tell her our final good-byes. We'll never see her again. We'll never be back to cheerleader camp again. We're seniors. I'm gonna cry again.

## Beat The Heat

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## Play review:

**Shestakian touches succeed in 'Rainmaker'**

by Sharon Williams

Predicting that a play will be a quality production before it has even been formally staged is risky, to say the least; it involves the fine art of sticking your neck out. But, "The Rainmaker," promises to be a smart risk. Under the superb direction of David Shestak, the play offers a fine plot, and a cast that knows what they're doing. Certainly, "The Rainmaker" could be the dramatic and technical highlight of the summer.

N. Richard Nash's story of the earthy Kansas family and the drought which they suffer is a romantic comedy, and Mr. Shestak and the cast keep all the idealism and the humor very well intact. The Curry family, consisting of H. C. (Edwin Rodasky) his sons, Jim, (Ernie Clutter) and Noah, (Jim Kiser) and his daughter Lizzie, (Paula Dennis) are battling a problem seemingly as important as the drought. Lizzie is likeable, wholesome . . . and unmarried. The girl is too intelligent to play empty-headed games to catch a man, and yet, she is too idealistic to be happy without a man. Thus, in their own ways, the Curry menfolk try to "help" Lizzie. Their schemes are pathetic and heart-warming.

Lizzie is caught at every turn. Her father cajoles her, Noah discourages her, and Jim aggravates her. She's about to go crazy, and so are they.

Added to this mess are a folksy, busy-boddy sheriff, (Bob McCuen), his lonewolf deputy, (Steve Cox), and then, a self-appointed, fantastic oracle called the Rainmaker, (Jim Korinke.) The story goes from there.

To me, the most striking thing about the play is the painstaking characterization of the actors, and the typical Shestak attention and scrutiny of all fine detail. For example, I had at first hated the set, because I thought the open, gaping roof in suspension just looked too vacuous, too raw-boned and yellow. The windmill reminded me of a giant Tinker-toy: it was so rigid, so symetric. But when I complained to Mr. Shestak, he dispelled my ignorance, as well as gave me insight into the play.

The wind-mill is "plain and structured" because it is the symbol of Lizzie, who is also plain and structured. The wind-mill is the only thing pointing to the sky, because the sky is where the rain must come from—if it comes at all. Likewise, the future hinges upon Lizzie. If a change for the better is going to come for her, it will have to come from within herself.

The yellow color of everything is to mirror the dryness, the monotony, of the Curry family; "I want it so the sun is constantly beating down on the house."

Obviously then, the whole scene is one of mediocrity and resignation, waiting for a change, a renewal of some kind.

As for the acting—the players use accent, gestures, expressions, and body language, all effectively. I felt that those non-verbal elements were just as important as the use of dialogue. Edwin Rodasky's facility of character is amazing—he illuminated H. C., the unwittingly philosophical father of three problem children. The portrayal of an aged person is difficult; it requires its own special movement, special voice, special manner.

Also, H. C. has to be an adaptive character. Sometimes he uses restraint, ("I see your side, Noah, I just ain't on your side,") and then suddenly, he is desperately opinionated, ("Don't listen to Noah; Everytime you and Jim have to scratch your back, you turn and ask Noah.")

Somehow, Rodasky makes this all plausible. It's hard to do. But he does it, and it makes H. C. an extremely strong figure in the play, perhaps the strongest.

Watch for the gestures, for example, the way Jim, (Ernie Clutter) strokes the phone absently while talking to the wooden-headed Snookie. Watch the way Noah, (Jim Kiser) throws himself into the chair and stamps his foot, waving his hands in exasperation.



A family in desperate need of rain hires a rain-maker, Starbuck, center, played by Jim Korinke. Listening to his pitch are H. C., played by Ed Rodasky; Noah, played by Jim Kiser; Jimmie Clutter, and Lizzie, played by Paula Dennis.

Paula Dennis as Lizzie, has many emotional switches in her role. These call for voice control, facial expression, and sensitivity. I think her greatest sensitivity for Lizzie is evident in the scenes with her doting father and her legalizing brother, Noah. She handles the role well, and from Lizzie to "Melisande" and to Lizzie again, she is in charge.

File, (Steve Cox) and the sheriff, (Bob McCuen) are a strange pair.

McCuen is in character pretty well, waving his red handkerchief and fanning himself with a cardboard funeral fan. Steve Cox both startled and impressed me by his rapid transition from moody reserve to passionate competition. Cox changes character quicker than anyone in that play, but it works, and I'm not complaining.

Of all the interaction, the relationship between Noah and Jim is the most interesting. Noah paces the floor, Jim gets knocked onto the floor, and then

finally, the great moment comes when Jim knocks Noah onto the divan. (Noah and Jim are their best when they're fighting, and they fight throughout almost the whole play.)

You're thinking I've forgotten the Rainmaker himself. Not a chance. The rainmaker, Starbuck, (Jim Korinke) is the answer to the whole mess, and Korinke does the role justice. He crashes into the play with a suitcase emblazoned with lightning bolts, and when he leaves, . . . you'll see what happens when he leaves.

Korinke gives Starbuck an exuberant charisma and it changes the tones and speed of the play. He and H. C. become immediate friends; he and Jim become immediate allies; he and Noah become instant enemies. Starbuck and Lizzie do

not hit it off at all . . .

But Korinke moves fast. He is infectious and dynamic as the Rainmaker. He whistles, sings and talks constantly . . . "Rain, my friends, comes to the man that ain't nervous!" Starbuck raises a little hell for Noah, gives Lizzie a new lease on life, and takes the play over the finish line. With only three acts, two intermissions, and one auditorium, it's hard to say who the wizard is—Starbuck or Korinke.

Don't get smug. You think I've told you everything, but I haven't even come to the interesting part. The end of the play is a little weird—but it's all Shestakian and kind of fun. If out of laziness, illiteracy (no one reads play previews?) or sheer dumbness, you don't see "The Rainmaker," you'll wish you had.

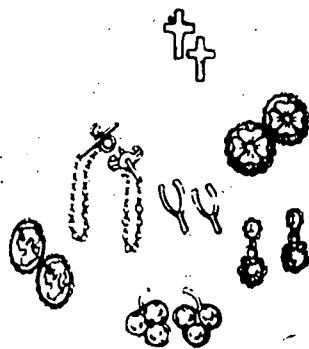
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## Grand Canyon trip

## Students discover America

"Those wirey, skinny girls that you don't think will make it hold up the best. It's always interesting to see how people perform," said Dr. David Cargo, associate professor of earth science, after he returned from his third geology field trip to the Grand Canyon.

The field trip was part of an earth science workshop held May 23-June 4. Two hours of graduate or undergraduate credit were given for participating in the trip. Grade is based upon personal performance and a short paper.

The highlight of the trip was a four day hike to the bottom of the Grand Canyon for intensive geological study. In spite of 30 pound back packs, 105 degree temperatures, blistered feet, and rattlesnakes, the workshopers experienced no major accidents.

"The squirrels did get in our

food though," Dr. Cargo said.

"When you hike in the desert you must do everything just right to have a good experience. Learning to cook out doors, pitch a tent, and carry a back pack is just part of learning how to hike.

"Some people were in better condition than others because they had hiked around the country before we left. But some had never back packed before. Everyone got along OK, though.

"This was probably one of the best groups I've had. It takes a special group of people to work well together 24 hours a day for two weeks.

"As with any trip, we met many interesting people. One night we sat around the campfire and talked to an English group who were touring the United States."

Besides visiting the Grand

Canyon, students toured Garden of the Gods, Petrified Forest, Painted Desert, Meteor Crater, lava flows near Albuquerque, New Mexico, Glenn Canyon Dam, and the Mesa Verda Cliff Dwellings where anthropology and archaeology were studied.

Each of the 32 students accompanying Dr. Cargo received a different impression of the trip, depending upon their major. The six geology majors learned how rock formations fit into their natural habitat, while other students returned with a greater appreciation of the environment and the out-of-doors.

Accompanying Dr. Cargo on the trip were Mr. Earle Moss, MSU associate professor of music, and Mrs. Rheta Smith, instructor of geology at State Fair Community College, Sedalia.

## Eight receive scholarships

Eight 1974 high school graduates have received Collegiate Scholarships to MSU, according to Mark Maddox, director of financial aid.

The awards are based on standings of the National Merit Qualifying Examination. The student must first receive finalist, semi-finalist, or commended ratings. In addition the students are selected on outstanding academic, extra-

curricular activities, leadership, and citizenship records.

Receiving commended scholarship awards of \$200 are Gary Bundy, St. Joseph; Peter Bowers, Fort Osage; Vincent Kojeski, Kansas City; Karen Morse, Shawnee Mission, Kas, and Michael Chaney and Sheryl Pond, Villisca, Iowa.

Those receiving the finalist scholarships of \$400 are Pam Snell, Maryville; and Nick Taylor, Villisca, Iowa.

## Fulbright grants available

Mr. James Hurst, associate professor of history, announced the opening of competition for Fulbright grants for graduate study or research abroad, and professional training in creative and performing arts.

Selection is based on the academic or professional record of the applicant, the feasibility of his proposed study plan, his language preparation,

and personal qualifications.

Applicants must be U.S. citizens, who will hold a bachelor's degree or its equivalent before the beginning date of the grant and, in most cases, will be proficient in the language of the host country. Except for specific awards, candidates may not hold a doctor of philosophy at the time of application.

Creative and performing artists are not required to have a bachelors degree, but must

have four years of professional study or experience. Social work applicants must have at least two years of professional experience after the master of social work degree; candidates in medicine must have a doctor of medicine degree at the time of application.

Information and application forms may be obtained from Mr. James Hurst in Colden Hall 307C. The deadline date for receipt of applications in his office is Oct. 10, 1974.

## Graduate elected president

Ms. Kathy Jones, 1972 MSU graduate, has been elected president of the Graduate Student Council at Southern Illinois University, Carbondale, Ill.

Her goals for the organization during her term in office include the initiation of a graduate student orientation program and handbook, campaigning for more financial support for graduate assistants, and additional involvement with other campus groups.

Mx. Jones, originally from Savannah, entered the graduate program in higher education at SIU following completion of her AB in history and English at MSU. She is considering entering the SIU School of Law when she completes her masters.



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# Ms. Betty Seiden featured at feminist workshop

## "From Sojourner Truth to Shirley Chisholm"

Ms. Betty Seiden, guest lecturer, visits with Dr. Merry McDonald, one of the coordinators of the feminist movement workshop.



by Sharon Williams

"If we could ever see ourselves as one human family, we could save the world."

This is not the kind of statement you often hear. But then, Betty Seiden is not the kind of woman you hear everyday, either.

Poised and gracious, Ms. Seiden epitomized black pride and womanly dignity as she delivered her feminist lecture. Ms. Seiden is an educator, social worker, and director at the Arroyo Viejo Cyesis Program for pregnant high

school girls in Oakland, Ca. The message, "From Sojourner Truth to Shirley Chisholm" harmonized with preceding lectures for MSU's short course, "The Feminist Movement."

There was not a large turn-out to hear Ms. Seiden, but if she was irritated or disappointed, it did not show. What did show was that although Betty Seiden has seen formidable odds against the fight for equality, she continues to look for hope and purpose for all people. She illustrated this by her easy wit and her empathy.

Ms. Seiden explained the confusion about feminism which she encounters in her job. "Why do they burn their bras?" one student nurse asked her. Another person joked to Ms. Seiden that, in marriage, wives do indeed make very minor decisions such as, "deciding where to live," while the husbands make momentous decisions like "whether or not the president should be impeached."

No matter whose side you were on, the black lecturer presented her side very well.

She presented a battery of facts like:

One-third of households in the Afro community are headed by women, most of whom are at the bottom of the pay scale.

There are 35 million women in labor force, but four out of five are at the bottom of the pay scale.

Forty-five per cent of black women over age 16 must work as wage earners, but 80 per cent of this group are at the bottom of the pay scale.

A 1974 female college graduate earns approximately the same wages as the male who has only finished elementary school.

The minority of women who do achieve professions of medicine, engineering, and law will still only receive about 68 per cent of what men earn in these same positions.

Ms. Seiden admitted that the girls she counsels, "want a husband with a good job." The girls are still not, "career oriented." But in spite of these statistics and these attitudes, Ms. Seiden has great faith in the feminist movement. The difference is that while some feminist leaders are radical, Ms. Seiden is rational. She wants to seek out real understanding, rather than to ferret out imagined snubs.

For example, she pointed out that man and mankind are "generic words" which everyone uses unconsciously;

she does not believe women should feel threatened by words like "chairman." Terms she does resent are, "spinster" and "old maid" for these are dehumanizing, and Betty Seiden is interested in compassion and equality above everything else. "Humans for human liberation," she stressed.

Motherhood is a controversial topic in the welter of feminism. The black feminist emphasized careful mothering, saying, "There is no job more important than raising children." She felt that parenthood was so important that it should be included in the high school curriculum, because there are so many people who are ill-equipped to raise children. As a probational officer and teacher, Betty Seiden is painfully aware of what she's talking about.

The hallmark of Ms. Seiden's talk was her verbal illustration of Sojourner Truth, a former slave who raised her voice for womanhood in 1851. Sojourner Truth, a "tall, gaunt, black woman" succinctly expressed a profound truth when she asked, "Where did your Christ come from? from God and a woman! Man had nothing to do with Him."

This same fierce pride is the pride that strengthened Shirley Chisholm in her struggle to achieve. Between these two women, Betty Seiden developed her message for feminism. She herself is a part of the answer.

## Feminist . . . a move forward

by Gayle Hobbs

The "blondes have more fun" commercial was shown on American TV screens and 30 per cent of the women bleached their hair . . . suburban housewives, portrayed smiling, dressed in their best, leered over newly waxed floors with pride and women thought a new wax job would do the trick . . . experts told women how to breast feed, toilet train, and control sibling rivalry and they obeyed . . . and millions of women all over the world continued to believe their problem was unique and unmentionable.

This past week's Feminist Workshop disagreed. It's offering ten days of concentrated study in women's rights ranging from elementary children to housewives. The workshop, led by Merry McDonald, featured guest speakers, films, and supplementary readings used to educate and draw attention to the plight of today's women.

The workshop began with a film, *The Emerging Women*, which showed the varied historical economic, social, and cultural experiences of women,

how they felt about their condition, and how it was dealt with.

Dr. Bettie Vanice later spoke to the workshop on sexism in the elementary school. She asked students to browse through various elementary texts and discuss what forms of sexism they found. She said that textbooks have improved somewhat from past years but still needed revisions. Teachers, she believes, often don't realize they're teaching sexist attitudes in the classroom.

Mr. Gus Rischer spoke to the workshop next on sex roles and the adolescent. He said adolescent girls are often confused with their feminine role. Conditioning throughout life has taught them to contemplate home life with families as the necessary eventual goal. He believes that teacher methods along with a revamping of school systems could improve the situation.

Education for parenthood was the topic of discussion by Ms. Betty Seiden. She emphasized the need for schools to deal more with the necessary topics in life rather than only those

that are culturally accepted. Courses such as family and practical electricity were discussed.

A panel was also presented which consisted of Ms. Jean Kenner, two MSU students, and Ms. Seiden. They explored the world of black women. They discussed the combination of racism with sexism and its tremendous impact on the black women of today.

A slideshow of commercials, ads, and the general treatment of women by the media was next presented. One ad cited was a computer company using the slogan "computers don't get pregnant" to show the need for secretaries to be replaced by machines. The group discussed various commercials and the trend that they showed toward sexism.

The most recent activity of the workshop has been a film featuring a lesbian, a divorcee adjusting to single life, and a married woman. Different stages of development were noted in each and the group designated which of the three they would rather be.

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William Krejci, elementary physical education, Burlington Junction; Lyle Klinkefus, physical education, Orient, Iowa; Michael Williams, physical education, driver education, Hopkins; Robert Bierle (master's) physical education, biology, Moorhead, Iowa.

**Women's Physical Education—**Wada Fletchall, physical education, Gallatin; Joyce Wilson, girls physical education, Orrick; Ruth Williams, girls physical education, Academy of the Sacred Heart, St. Charles.

Connie McCord, physical education, Lost Springs, Kan.; Kathryn Dreyer, physical education, Farragut, Iowa; Nancy Schmitz, physical education, Belle.

**Social Science—**W. A. Anderson, social science, physical education, Eagleville; Jeffrey Peters, social science, Prague, Neb.; Patrick Rockefeller, science coaching, Shawnee Heights, Techumseh, Kan.; Donald Jackson, social science, Orrick; and William Hindery, social science, Barnard.

**Elementary—**Linda Grimes, Clarinda, Iowa; Phyllis Carpenter, Burlington Junction; Patricia Archer, Conception Junction; Kevin Terry, Cottleville; Deborah Kirkpatrick, North Kansas City; Lucille Guthrie, Graham; Rebecca Reynolds, Hickman Hills. Rebecca Baldwin, Burlington Junction; Jane Peters, Prague, Neb.; Beverly Askins, Hickman Mills; Connie Brills, Trenton; Iris Hackbarth, Ravenwood; Bobbe Motsinger, Stanberry; Marjorie Hansen, Graham; Susan Nielsen, Conception Junction; Jenelle Tolle, Excelsior Springs; Robert Higgins, Victoria, Australia; Deane Pille, Mound City; Mary Moore, Conception Junction.

**Music—**Herbert Correll, instrumental music, Harrisonville. Richard Hensley, instrumental music; Leon, Iowa; Jack Williams, instrumental music, Colo, Iowa; Ricky McCampbell, music, Diagonal, Iowa; Marcia Johnson, vocal music, Shelby, Iowa.

**Men's Physical Education—**Doug Minnick, physical education, Coffee; Ronald Hazzard, physical education, industrial arts, Cainsville; Wesley Baier, driver education (summer 1974) Buffalo Center, Iowa; Wesley Baier, physical education, junior high coaching, Ewing; Russell Engle, physical education, Kansas City, Kan.; Larry Parman, physical education, coaching, driver

education, Winterset, Iowa; John Van Cleave, elementary physical education, high school tennis coach, Salina, Kan.; Larry White, physical education, Mondamin, Iowa.

**Biology—**Timothy Cooper, biology, general science, Peterson, Iowa; Bruce Baker, biology, general science, Excelsior Springs. Michael Bosley, junior high biology and general science, Trenton.

**English—**Sigmund Bonebrake, English-Speech, Sidney, Iowa; Lois Ellison, English, Pattonsburg; Judy Beemer, English, French; Sharon Springs, Kan.; Connie Knox, English, French, Hopkins; Francis Brown, English, Conception Junction. Lyle Krohn, English, Harrisonville.

**Art—**Judith Smith, art, Kansas City; Vickie Bauer, art, Stewartsville; Diana Mews,

junior high school art, Hillsdale, Ill. Carolyn Kincaid, art, Winfield, Kan.; Terry Heckman, art, Barnard; Barbara Smith, art, Lawson.

**Foreign Languages—**Bernard Mitchell, Spanish, Rolfe, Iowa. Cynthia Davis, Menaul High School, Albuquerque, N. M.

**Home Economics—**Connie Eighthy, home economics, Creighton; Linda Ross, home economics, Maryville; Sonya Hargrave, home economics, North Kansas City; Rae Ann Nixon, vocational home economics, Kansas City Mary Manning, home economics, Bethany; Diane Lawhead, vocational home economics, Stuart, Iowa; Susan Kroeger, home economics, Horton, Kan.

Jeanne Rogers (2 yr. certificate in secretarial science), clerk, Industry Services

Program, MSU; Karen Brue (2 yr. certificate in secretarial science), business office, MSU; John Hague, to Panhandle Eastern Pipeline, Kansas City; Michael Williams, programmer, First National Bank, Kansas City; Kenneth Porter (master's), personnel trainee, Bandhe Company, Muscatine, Iowa; Frank Schuster, production foreman, Red Oak, Iowa.

**Industrial Arts—**James Foster, industrial arts, Dunlap, Iowa; Steven May, industrial arts, North Kansas City; Jerry Roy, industrial arts, Exira, Iowa. James Snead, industrial arts, Riverside, Iowa; Dale Lewis, industrial arts, Hickman Mills; Gerald Luke, industrial arts, Lamoni, Iowa; Stephen Smith, industrial arts, North Kansas City; Gregory Springer, industrial arts, North Kansas City.

## MSU progresses under Foster . . . from page 1

He continued, citing statistics to prove his point, "In a recent period of time, the Missouri Commission on Higher Education made a four-year study of entering freshmen in Missouri based on national test scores and class ranking, and of the state supported colleges in Missouri, we ranked first each of these years."

Other highlights include the fact that "we've been able to bring to this campus a well-qualified and well-trained faculty and staff. I give full credit to the faculty and staff for the outstanding things we've achieved in the way of academic programs."

According to Dr. Foster, MSU has initiated many new and creative programs and made services available to students not available at many institutions. Many of these new programs appear to be years ahead of their time.

"We've been exceedingly fortunate to receive support from the legislature to build physical facilities. As a matter of fact, it has been easier to build buildings than to acquire funds for instructional programs and the academic needs of the University. But this has been the history of higher education. It's always easier to obtain money for something to build — which can be seen — rather than for a library, special research projects or to endow a chair."

Another achievement during the last ten years, is the University's development of an Educational Foundation, which came largely as a result of Dr. Foster's urgings. During the two years of its existence, this non-profit organization has provided

for the University in soliciting gifts to fill in financial gaps not provided by income from the legislature or student fees.

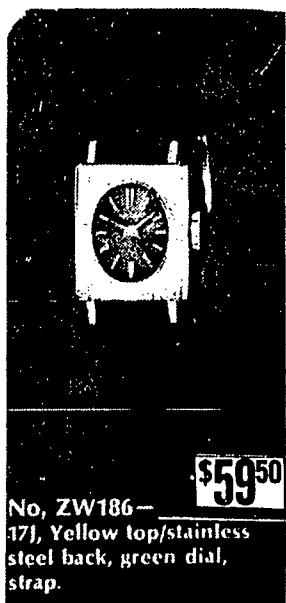
There have been some disappointments for Dr. Foster also. "I've been disappointed not to have been able to develop our library as fast as I would have liked."

He continued in a more optimistic note for the future, "However, in the last 12 to 14 months we've made gigantic strides in that program. For example there has been a definite increase in giving to the library from faculty, students and alumni. In the last two years, we have been able to give more to the library for acquisitions than ever before. I would predict that within a period of four to six years we will have one of the finest libraries in the midwest if this kind of support continues."

Summing up his ten years, President Foster stated: "The greatest satisfaction I receive as being president is in working with young men and women and seeing them progress and mature mentally and socially. There is no greater satisfaction than to think that you have made a small contribution to the lives of our students. And I know that whatever sacrifices have been made by my family to allow me to do this job have been accepted by them because of this knowledge."

"But I want to emphasize," he continued, "that any success I have enjoyed the last 10 years is due to the cooperation and help received from the students, faculty and alumni and from the Maryville community. They have been magnificent."

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